

Brushy Creek Elementary

1344 Brushy Creek Road
Taylors, SC 29687

Grades	PK-5 Elementary School	
Enrollment	595 Students	
Principal	Sandra Griffin Monts	864-355-5400
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	39	10	0	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes
2005	Good	Below Average	Yes

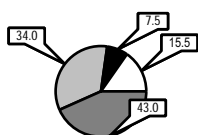
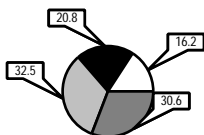
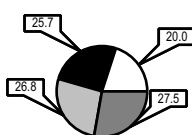
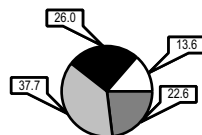
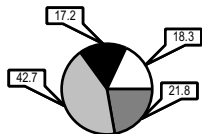
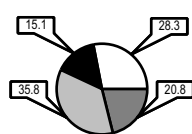
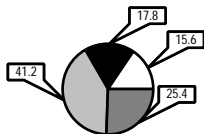
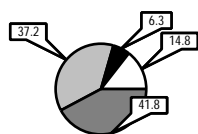
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	284	99.7	15.5	34.0	43.0	7.5	62.3	Yes	Yes
Gender									
Male	140	99.3	19.2	37.7	37.7	5.4	54.6		
Female	144	100.0	11.9	30.4	48.1	9.6	69.6		
Racial/Ethnic Group									
White	210	100.0	11.3	34.8	45.6	8.3	66.2	Yes	Yes
African American	56	98.2	31.9	29.8	34.0	4.3	48.9	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	30.0	30.0	40.0	0.0	50.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	220	100.0	4.9	35.4	50.0	9.7	72.8		
Disabled	64	98.4	52.5	28.8	18.6	0.0	25.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	284	99.7	15.5	34.0	43.0	7.5	62.3		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	279	99.6	15.7	33.3	43.3	7.7	62.8		
Socio-Economic Status									
Subsidized meals	86	98.8	32.9	38.4	26.0	2.7	39.7	Yes	Yes
Full-pay meals	198	100.0	8.9	32.3	49.5	9.4	70.8		

Mathematics – State Performance Objective = 36.7%									
All Students	284	99.3	15.9	32.6	30.7	20.8	67.8	Yes	Yes
Gender									
Male	140	98.6	17.1	27.9	30.2	24.8	69.8		
Female	144	100.0	14.8	37.0	31.1	17.0	65.9		
Racial/Ethnic Group									
White	210	99.5	10.8	33.5	32.5	23.2	72.4	Yes	Yes
African American	56	98.2	34.0	27.7	23.4	14.9	48.9	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	40.0	40.0	20.0	0.0	50.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	220	100.0	5.3	33.0	36.9	24.8	79.1		
Disabled	64	96.9	53.4	31.0	8.6	6.9	27.6	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	284	99.3	15.9	32.6	30.7	20.8	67.8		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	279	99.3	15.8	31.9	31.2	21.2	68.1		
Socio-Economic Status									
Subsidized meals	86	98.8	35.6	41.1	16.4	6.8	42.5	Yes	Yes
Full-pay meals	198	99.5	8.4	29.3	36.1	26.2	77.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	284	99.3	19.7	26.9	27.7	25.8	53.4
Gender							
Male	140	99.3	20.8	23.8	25.4	30.0	55.4
Female	144	99.3	18.7	29.9	29.9	21.6	51.5
Racial/Ethnic Group							
White	210	99.5	13.3	29.1	28.1	29.6	57.6
African American	56	98.2	44.7	19.1	21.3	14.9	36.2
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	40.0	20.0	40.0	0.0	40.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	220	100.0	9.7	27.2	31.6	31.6	63.1
Disabled	64	96.9	55.2	25.9	13.8	5.2	19.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	284	99.3	19.7	26.9	27.7	25.8	53.4
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	279	99.3	19.6	26.5	27.7	26.2	53.8
Socio-Economic Status							
Subsidized meals	86	98.8	41.1	30.1	19.2	9.6	28.8
Full-pay meals	198	99.5	11.5	25.7	30.9	31.9	62.8

Social Studies							
All Students	284	99.3	13.3	37.9	22.7	26.1	48.9
Gender							
Male	140	98.6	12.4	35.7	24.8	27.1	51.9
Female	144	100.0	14.1	40.0	20.7	25.2	45.9
Racial/Ethnic Group							
White	210	100.0	9.3	37.3	23.0	30.4	53.4
African American	56	96.4	26.1	43.5	21.7	8.7	30.4
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	30.0	40.0	20.0	10.0	30.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	220	100.0	4.9	39.3	24.8	31.1	55.8
Disabled	64	96.9	43.1	32.8	15.5	8.6	24.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	284	99.3	13.3	37.9	22.7	26.1	48.9
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	279	99.3	12.7	38.1	22.7	26.5	49.2
Socio-Economic Status							
Subsidized meals	86	97.7	26.4	45.8	15.3	12.5	27.8
Full-pay meals	198	100.0	8.3	34.9	25.5	31.3	56.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	89	100.0	9.0	21.3	50.6	19.1	69.7
	4	93	100.0	15.6	33.3	47.8	3.3	51.1
	5	105	100.0	9.7	45.6	41.7	2.9	44.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	101	99.0	7.4	18.1	56.4	18.1	74.5
	4	90	100.0	17.9	41.7	39.3	1.2	40.5
	5	93	100.0	20.2	44.0	33.3	2.4	35.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	89	100.0	12.4	40.4	28.1	19.1	47.2
	4	93	100.0	18.9	35.6	34.4	11.1	45.6
	5	105	100.0	12.6	35.9	18.4	33.0	51.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	101	99.0	6.4	33.0	43.6	17.0	60.6
	4	90	100.0	17.9	36.9	26.2	19.0	45.2
	5	93	98.9	22.9	27.7	21.7	27.7	49.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	101	98.0	11.8	30.1	38.7	19.4	58.1
	4	90	100.0	22.6	26.2	21.4	29.8	51.2
	5	93	100.0	23.8	25.0	21.4	29.8	51.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	101	99.0	4.3	40.4	29.8	25.5	55.3
	4	90	98.9	14.5	44.6	20.5	20.5	41.0
	5	93	100.0	22.6	27.4	17.9	32.1	50.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 595)				
First graders who attended full-day kindergarten	100.0%	Up from 93.9%	100.0%	100.0%
Retention rate	1.8%	Down from 2.4%	2.2%	3.0%
Attendance rate	96.6%	Down from 97.1%	96.6%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.2%	Up from 8.0%	2.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.1%	Down from 7.7%	2.0%	3.2%
Eligible for gifted and talented	18.5%	Down from 29.0%	20.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.3%	Up from 9.1%	7.3%	8.2%
Older than usual for grade	0.3%	Down from 0.7%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n= 38)				
Teachers with advanced degrees	47.4%	Down from 51.3%	55.0%	52.6%
Continuing contract teachers	76.3%	Down from 82.1%	86.5%	83.3%
Highly qualified teachers	94.6%	Down from 97.2%	95.1%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	87.6%	Down from 89.4%	87.2%	87.0%
Teacher attendance rate	94.2%	Down from 97.0%	95.5%	95.0%
Average teacher salary	\$41,484	Down 0.1%	\$42,839	\$41,703
Prof. development days/teacher	10.2 days	Down from 14.2 days	11.9 days	12.8 days
School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Down from 21.9 to 1	20.3 to 1	18.8 to 1
Prime instructional time	89.7%	Down from 93.0%	90.8%	89.8%
Dollars spent per pupil*	\$5,017	Up 2.5%	\$5,769	\$6,242
Percent of expenditures for teacher salaries*	67.4%	Up from 65.8%	68.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Down from Excellent	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Goals and Objectives: The faculty and staff of Brushy Creek Elementary School worked together with parents and community representatives to develop a shared vision and school goals for the 2004-2005 school year. These groups reviewed the most recent test data, SC state standards for learning, and the Education Plan of the School District of Greenville County. Priority goals for Brushy Creek Elementary were to improve student performance in Mathematics and English/Language Arts as measured by PACT and to make science instruction more challenging for students. Strategies adopted to support these goals included professional development for teachers; use of math strategies such as Everyday Counts Math, PRISM math and manipulatives; daily math problems; improved alignment of curriculum with PACT; use of school-wide writing and editing rules; and thinking and reasoning activities. ACT 135 monies were used to employ a computer lab manager who worked with classroom teachers to integrate technology into the academic curriculum. An after-school tutorial program provided assistance to students scoring below basic on PACT ELA and/or Math. Our SIC (School Improvement Council) worked especially hard with PTA on our goal of increasing community and parent involvement in school activities, sponsoring one Family Reading Adventure Night, Family Clay Night, a fall carnival, parent in-services, and multiple volunteer opportunities. All school strategies are aligned with and support the five goals of the District Education Plan. Success will be measured by student performance on standardized tests, and parent and student surveys.

Accomplishments: Brushy Creek Kindergarten and first grade students are assessed using the SC Readiness Assessment Test. Brushy Creek students scored at or above state and district averages on the Iowa Test of Basic Skills. Students in grades 3, 4, and 5 scored above district and state averages on the Palmetto Achievement Challenge Test in Math, English/Language Arts, Science and Social Studies. Brushy Creek Elementary was again named a Palmetto Gold Award Winner based upon PACT scores. We believe that focused staff development, alignment of instructional strategies with curriculum standards, use of the Four Block Reading model and Everyday Counts Math model, academic enrichment provided to at-risk students in our after-school tutorial program, use of volunteers, and outstanding parental support of academic programs all contribute to the success of our students.

Plans for the future: Examination of the most recent test data will be critical in planning for the 2005-06 school year. Results from various surveys administered to students, parents and staff will be studied. Faculty and staff, SIC, and PTA will all be involved in establishing specific goals to improve student academic performance and school strategies to support the Education Plan of the District. One strategy we employ in an effort to address barriers to accomplishing student performance objectives is providing assistance to students with deficiencies in math and reading in preparation for PACT. This is done through an after-school tutorial program which has shown great success in reducing the number of students scoring below basic on PACT. We believe that we are raising the academic challenge and performance of each student and that our test scores support this.

Principal: Sandra Griffin Monts
SIC Chair: Tracey Warr

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	77	40
Percent satisfied with learning environment	96.8%	91.7%	94.9%
Percent satisfied with social and physical environment	100.0%	92.0%	95.0%
Percent satisfied with school-home relations	100.0%	96.0%	87.5%

*Only students at the highest elementary school grade level at this school and their parents were included.